

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13C05**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Karen Shaw

Official School Name: Columbia Elementary School

School Mailing Address: 835 E. St. Vrain Street  
Colorado Springs, CO 80903-3146

County: El Paso State School Code Number\*: 1798

Telephone: (719) 328-2700 E-mail: shawka@d11.org

Fax: (719) 630-0235 Web site/URL: http://columbia.d11.org/Pages/default.aspx

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Nicholas Gledich Superintendent e-mail: nicholas.gledich@d11.org

District Name: Colorado Springs School District 11 District Phone: (719) 520-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Ms. Janet Tanner

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 35 Elementary schools (includes K-8)  
9 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
49 Total schools in district
2. District per-pupil expenditure: 7485

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	14	30
K	26	23	49
1	25	27	52
2	28	30	58
3	24	19	43
4	18	23	41
5	14	18	32
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			305

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
4 % Black or African American  
31 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
51 % White  
13 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 26%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	78
(4)	Total number of students in the school as of October 1, 2011	305
(5)	Total transferred students in row (3) divided by total students in row (4).	0.26
(6)	Amount in row (5) multiplied by 100.	26

8. Percent of English Language Learners in the school: 3%  
Total number of ELL students in the school: 10  
Number of non-English languages represented: 2  
Specify non-English languages:

Spanish

Arabic

9. Percent of students eligible for free/reduced-priced meals: 70%

Total number of students who qualify: 210

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 30

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>7</u>
Paraprofessionals	<u>8</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>3</u>
Total number	<u>34</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	98%	96%	94%	94%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Established in 1898 in the heart of the city, Columbia Elementary School is one of Colorado Springs's first elementary schools. Columbia's mission statement is the following: the Columbia Community will collaboratively ensure that learning takes place for ALL by being responsible, setting high standards and accepting no excuses. Our students will be contributing members of society who are respectful, responsible, and capable life-long learners.

There have been many changes over the past 100+ years since the opening of Columbia! Most recent changes include an increase in our population coupled with an increase in students qualifying for free and reduced lunch. Columbia's student population has increased by over 100 students in the past four years. During this time our percent of students with Free and Reduced lunch went from 46.4% in 2005 to 74.89% in 2012. Columbia currently has 173 students who are not neighborhood kids, but choose to attend Columbia rather than their home school. Columbia is the only school in Colorado Springs School District 11 (D11) that has not experienced declining enrollment. Columbia is home to one of two SIED (significantly identifiable emotionally disturbed) center based programs for emotionally disturbed students in grades K-5. Columbia is also the home school for students residing at the New Hope Homeless Shelter.

At Columbia, both the Cougar kids and adults like to work and play hard. Assessments are made motivating for students. Benchmark assessments have incentives like the "Candy Cane Challenge" and "Movie Mania," where kids earn rewards for effort and making growth. Quarterly awards assemblies allow staff to recognize students for their academic achievement and behavior. Students are "employed" at Columbia through our Meaningful Work program which fosters a positive relationship between an adult and a child while teaching essential skills needed to be successful in the world of work. Our intermediate students participate in the Westside Basketball League. No score is kept, but good sportsmanship and teamwork are valued over winning. Student council organizes fund raisers allowing our students to help others outside of our immediate community, as well as sponsor Spirit Days to make school fun. Track and Field Day, modeled after the Olympics, is a much anticipated event and involves the entire community. Our year ends with a staff vs. 5th grade kickball game. Our committed parent group hosts many annual events such as the carnival, chili supper, book fair, and sock hop. Most recently they have secured a partnership with a local theater to increase students' exposure to the performing arts.

The strengths of Columbia are its staff, students, families and community. Staff at Columbia is dedicated to doing the right things for kids. Teachers embrace using data to improve instruction, which ultimately has led to increased student achievement. Our staff leads by example by being life-long learners themselves! They take advantage of multiple professional development opportunities including active engagement strategies, differentiated instruction, Positive Behavior Supports, and Response to Intervention-where Columbia is exemplary at Response to Intervention (RTI) and Positive Behavior Supports (PBS) implementation. One team has become "trainers of trainers" for Thinking Maps. Teachers work over the summer for credit to learn curriculum and create materials for students. Staff go above and beyond by offering numerous after-school activities for students that range from yoga to math club.

Columbia kids are the best! They have a fabulous work ethic, always giving their best effort and their best attitude. Students practice daily our "Cougar Code," being respectful, responsible, safe and kind. By implementing Positive Behavior Supports with fidelity, discipline referrals over the past four years have dramatically decreased, giving teachers more time to teach. Columbia families are supportive of all our efforts. We have a core group of parents in our PTCO (Parent/Teacher/Community Organization) who organize special events at least quarterly. Parent volunteers pull together to organize each event so they are always successful and well attended. These activities make elementary school memorable. Finally, Columbia is fortunate to be part of a community that values education. We have grand-friends volunteers,

retired teachers who provide art and science lessons, and an entire sorority that has adopted our school. We've benefited from grants from Target, the Russell Grinnell Foundation, and Coordinated School Health. Columbia truly is a great place to be!

Our ultimate goal is to change the lives of students by providing the strongest foundation possible. When our fifth graders walk out our doors transitioning to middle school, they will have what it takes to continue being successful learners and ultimately successful adults. The proof is in the pudding! Our scores on state testing have been steadily increasing and we have strong systems in place to continue this trend. The district now sends staff from other schools to Columbia to learn about what we are doing and offers support to set up similar systems in their schools.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In the past five years Columbia Elementary has shown continuous improvement on state-wide assessments and other standardized tests. Colorado now measures school progress using the state's School Performance Framework. This new system rates schools in Academic Achievement, Academic Growth, and Academic Growth Gaps. Academic Growth receives the most weight, accounting for fifty percent of the points. The Performance Framework has four ways to rank schools: Turnaround, Priority Improvement, Improvement, and Performance. Each year since the inception of this system in 2010 Columbia has achieved "Performance" status. Our latest score was 76.9 out of 100 points. Our goal is to achieve the district's level of "Performance with Distinction," where a school earns at least 80% of total points. This year Columbia missed "Performance with Distinction" by only 3.1%.

The Transitional Colorado Assessment Program (TCAP) is the standards-based assessment for reading, writing, math and science administered to students in grades 3-10. Colorado students in grades 3-5 are assessed annually to measure their performance on state content standards. Student performance falls into the categories of Unsatisfactory, Partially Proficient, Proficient, or Advanced. Colorado Springs D11 also uses DIBELS and NWEA as standardized assessments to check student progress two to three times a year. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short fluency measures used to regularly monitor the development of early literacy skills. The Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP assessment) is a state-aligned computer-based testing system that adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness. MAP can be used to predict proficiency on TCAP and helps identify where to work to ensure students grow academically.

### 2. Using Assessment Results:

The performance data for all students and sub groups in Reading and Math is very exciting! Seeing the scores over a five year period reinforces that we are making a difference for kids. As a school, our reading and math scores for all students as measured by the state assessment have increased each year. In a five year period we have had over a 20 point increase in Reading and over a 26 point increase in Math. During this same time our free and reduced lunch population has gone from 61.7% to 74.89%.

Many factors have contributed to our success. During the 2008-09 school year Columbia was under the district's Technical Assistance Team. Each 3-5 classroom teacher had a mentor assigned. Third graders received extra tutoring. This was the first year that test scores started to increase. The following school year Columbia got a new principal and had a full year with a new Core reading program called Storytown. All teachers were expected to use it with fidelity along with supplementing weaknesses. We learned to use our DIBELS data to improve our students' ability to read. Our belief is that if our kids can read, success in math and writing will follow!

All students are placed into an intervention group based on their data profiles developed using fluency rates, Storytown assessments, and MAP scores. Students with the same profile are given appropriate intervention through a "walk to intervention" model- kids working below, on and above level. The "Walk to Intervention" model floods a grade level with adults to deliver prescribed interventions for groups based on data. We developed a schedule with common intervention time. Once the Teaching Learning Coach (TLC) trains specials teachers, education assistants, and volunteers in best practices for phonics instruction, sight word instruction, and reading strategies, these adults are grouped with students who need the adult's expertise. To ensure best practices continue, the principal and TLC periodically observes these groups and provides additional training as necessary. Another change was bimonthly data meetings

beginning with a primary focus on reading. Teachers were now meeting to discuss data and determining what is and is not working and what changes need to be made to ensure that ALL students are successful. Columbia's staff triangulates data (DIBELS, core assessments and MAP) to make instructional decisions that make a difference for students in whole group and small group instruction. They are experts in instruction and classroom management. Teachers go above and beyond to help students become assessment ready by backward designing assessment to include DOK (depth of knowledge) 2 and 3 questions.

As our students' reading has improved, so has their ability to succeed in math. When we were using the Every-Day Math (EDM) program, we focused on students learning the secure goal in each lesson. Data of student performance on these goals was collected during each unit of instruction. Increasing the focus on this key part of the program improved daily instruction in math. An EDM trainer was also brought in to model lessons for each grade level. We learned how to increase the effectiveness of our math instruction in the time we have each day. We also began using ST Math by the Mind Institute in 2011, which has helped students develop their conceptualized understanding of mathematics.

There are five subgroups with a 10 percentage point difference or more between "all students" in reading and math: Reading- Individual Education Plan (IEP) and English Language Learners (ELL) students; Math- Black, IEP and ELL students. Students receive many interventions for reading. This year the weekly support our ELL students receive is focused around our Core reading program. The ELL teacher is developing concepts and vocabulary related to the week's story. Students are supported in reading based on their data profile. We use DIBELS, our weekly Core story assessments, and MAP tests to determine intervention below level students will receive. Students are being supported with fluency and comprehension work through Read Naturally. Phonetic gaps are being closed using the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight words) program. Students needing a double dose of comprehension support receive this in small group. Some students participate in after school reading tutoring. Math instruction is being supported with new targeted Title I funds. Below level students receive interventions including re-teaching of the core lesson and Number Worlds. IEP students are instructed using Hill Rap math, a district adopted Tier III math program. With ongoing focused interventions, our gaps will continue to close.

### **3. Sharing Lessons Learned:**

Columbia has always welcomed anyone who wants to visit and learn from us! Colorado Springs School District 11 has a team that currently works with thirty schools that need to make changes in their practice to increase student achievement called the Achieve Team. The Achieve Team has sent school teams to Columbia over the past three years to learn what we are doing with our students and systems that we have implemented that make a difference in student achievement. We have developed a two-hour presentation about what we do in the area of reading. We encourage each team to include the principal and leadership team. Teams are welcome to have a follow up visit to see our plans and procedures in action.

The Teaching and Learning Coach (TLC) shares teacher successes and needs at a bi-monthly district meeting that includes representatives from all the district elementary schools. At these meetings TLC's receive training regarding district initiatives and are given opportunities to share concerns that are then addressed at the district level. The Elementary Principal group has monthly PLC's that allows Columbia's principal to share our strategies and help others problem solve.

Columbia Elementary teachers share instructional strategies and best practices at weekly team meetings, staff meetings and goal team meetings. Monthly Goal Team meetings focus on all school curriculum alignment and a spiraling of instruction from grade to grade in each of the content areas. Grade level teachers meet and plan together to analyze data, compare student work, and to align curriculum with the district standards. Vertical planning meetings are held for teachers to articulate the strengths and weaknesses they find and problem solve next steps. We have end of the year roll over meetings with each team. We capture what worked for us and what we need to improve. Teachers get to meet to discuss their

new students with the previous teacher. At the beginning of the year we revisit what we recorded at the end of year rollover meeting to plan for the new school year.

#### **4. Engaging Families and Communities:**

Our community is a wonderfully diverse and unified group of individuals who ensure life-long learning is surprising and delightful! Community involvement for student success has been a rich part of Columbia's history for more than 100 years.

Parent involvement is a strong foundation for student achievement. Parent volunteer hours total an average of 2,700 per year! The Parent/Teacher/Community Organization (PTCO) meets monthly to plan and fundraise for several events. Annual events include a school carnival, chili supper and book fairs. PTCO funds have purchased materials for the school such as books, musical instruments and playground equipment. Columbia participates in the Grand-Friend program which welcomes retirees to volunteer regularly working with small groups and individual students. E-mails, newsletters, fliers and all-calls are sent home weekly to inform parents of upcoming events and news items. Holiday reading programs are organized to encourage students to keep their reading skills strong over the holidays. Communication with parents at Columbia is always welcoming, inclusive and positive.

The staff makes a huge effort to involve parents and provide opportunities for family enrichment. Students are encouraged to work with their family on the exciting and highly effective ST Math program at home on their computers. School-wide awards assemblies, musicals and plays, off-campus Track and Field Day, an annual Science Fair, Family Math Night and Family Health Night are just a few of the programs offered. Columbia boasts a full calendar of after and before school clubs and such as ST Math, reading and math tutoring, Math Club, Climbing and Tumbling Club, Choir, Play Practice, Handwriting Club, Student Council and many more.

Community businesses and organizations are involved in a partnership with Columbia. These include military volunteers, Cici's Pizza, City Rock climbing facility, The Westside Center, The Little Market, and a sorority at Colorado College. Columbia received an Early Literacy Grant from Target to purchase incentives for our "Reading University" program which encourages home reading. The Downtown Harvest Church supports Columbia by opening our library weekly during the summer, hosting a welcome back swimming party and sponsoring Love and Logic parenting classes. We also work with the Russell Grinnell grant which purchases hardware, art supplies, instruction and field trips. We have formed solid relationships with the volunteers who work with the grant.

Columbia is truly a school of community and will continue to be so for many, many years to come!

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Columbia adopted StoryTown in 2008. Staff teach this program with fidelity, supplementing as appropriate. Teachers plan lessons to ensure that Depth of Knowledge Levels 1, 2, and 3 are continually addressed as appropriate for the grade level. Remediation and enrichment needs are addressed through a walk to intervention model. The skills range from basic reading skills of phonemic awareness and phonics to in-depth comprehension using advanced reading materials. Our intervention model emphasizes providing every child with the necessary skills through explicit instruction to make or exceed adequate growth. The reading intervention block drives the master schedule, ensuring interventionists support each grade level.

In 2010, Columbia implemented Write from the Beginning. Staff receives continual support from the in-district trainer as well as Columbia teachers who are Thinking Map trainer of trainers. Columbia's Teaching-Learning Coach meets with teachers during Professional Learning Communities, data meetings and planning time to focus on writing. As a staff, we plan lessons based on the Colorado Standards and hold reliability grading sessions using the Write from the Beginning rubrics. Students learn how to use Thinking Maps to plan their writing. Teachers support students by modeling writing, providing individual feedback, using student friendly rubrics, and backward planning each month to ensure instruction has a target.

Before the 2012-2013 school year, Columbia utilized the Everyday Math curriculum. We strived to use this curriculum with fidelity, but our mobile population requires continual backfill of un-mastered skills. In August 2012, Columbia adopted Math Expressions which is aligned to the new Common Core Standards. Because the philosophy is to teach to mastery, Math Expressions has been positively received by teachers. School District 11 implemented ST Math, by MIND Institute Research, in all elementary schools. Columbia is proud to be in the top 20% of schools for implementation of ST math in the district. To ensure students are on the computer often enough to complete at least 75% of the syllabus progress, we added ST Math to our master schedule. This year, we added a math intervention block that is opposite ST Math. Students are in the computer lab for 2 days a week for and receive intervention 3 days a week , each for 45 minutes.

Science and Social Studies are an important part of our school day. Both subjects are included on the master schedule for all grade levels. Classrooms utilize the FOSS Science Kits which include non-fiction reading and explicit instruction for the inquiry scientific method. We utilize the Scott Foresman Leveled Science Readers at third, fourth and fifth grades. We have class sets that support the FOSS kit themes. In all grades except fourth grade, students study the Social Studies Alive curriculum, published by Teachers Curriculum Institute. The fourth graders study Discover Colorado, published by Pruett Publishing Company.

Students receive instruction in physical education, music and art. Students perform several times a year with vocals, band and orchestra. The music department also hosts before and after school clubs so that students can enjoy music outside the school day. Physical education includes direct instruction, recess, and after school clubs. Students showcase their athletic and musical abilities at quarterly award assemblies. Kindergarteners receive additional art experiences presented by a community volunteer. Columbia benefits from the support of the Russell Grinnell Grant. The grant provides enrichment activities we otherwise couldn't afford. Before our winter break the grant financed an all school field trip to the city's Fine Arts Center for a performance of A Christmas Story. Volunteers from the grant have provided after school art opportunities for students. Grant volunteers also work with our classes to support writing instruction through art and science.

## **2. Reading/English:**

Columbia adopted StoryTown, published by Harcourt School Publisher, in 2008. Staff is committed to teaching this program with fidelity. StoryTown systematically addresses the five components of reading. Daily lessons consist of Depth of Knowledge Levels 1, 2, and 3 as appropriate for each grade level. Remediation and enrichment needs are addressed through a walk to intervention model where interventions are determined by student data. Intervention groups range in size from 1 or 2 students up to 20 students. Skills will vary from basic reading skills of phonemic awareness and phonics to in-depth comprehension using advanced reading materials. Our intervention model, through the use of explicit instruction, focuses on giving students the necessary skills to make or exceed adequate growth. We have created a master calendar in which our reading intervention blocks and student need drives the entire schedule.

Students in Kindergarten through 5th grade are assessed with DIBELS and MAP. We administer additional assessments to pinpoint specific phonics and phonemic problems. Data profiles are developed for each student and matched to the appropriate interventions during each grade level's one hour walk-to-intervention time. Students needing phonics and phonological awareness are instructed using SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words by Developmental Studies Center). These students are assessed regularly to ensure that they are gaining the necessary phonetic and phonemic skills. Students who need fluency practice participate in repeated oral readings daily with Six Minute Solution by Sopris Learning or the computerized version of Read Naturally. Fluent readers with comprehension issues receive explicit instruction on comprehending grade level text using the leveled readers from StoryTown. Fluent readers with strong comprehension skills participate in groups accessing higher level reading materials from Junior Great Books and the leveled book room to practice complex reading strategies and skills. Our students who are performing below grade level receive a double dose of their intervention. We will fill their holes faster and close the gap between where they are and where they need to be.

Bimonthly data meetings are held to review student growth and to determine if changes need to be made to the intervention block. Teachers report current data and weekly reading assessments. Each meeting has a different focus. These are a few examples: Analysis of TCAP item maps, rater reliability for constructed responses within the grade level, sharing of methodology by a teacher making gains, etc.

## **3. Mathematics:**

The math curriculum for Columbia is based on the Common Core Standards, which provides an instructional program designed to ensure that all students achieve mathematical proficiency through mastery of mathematical skills, concepts, and processes. The staff uses Math Expressions as its primary resource and supplement with a variety of activities, lessons, technology, and manipulatives. It focuses on the priority core concepts at each grade level to build in-depth understanding of major mathematical ideas. In Math Expressions, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent and explore but also learn and practice important math strategies. Mathematics content and models connect and build across the grade levels in Math Expressions to provide a progression of teaching and learning that aligns precisely with the Common Core Standards for Mathematics. The math concepts are in place to ensure that students approach new concepts with support of prior learning as they move through the math scope and sequence. It is approached sequentially using a pacing guide developed by Colorado Springs School District 11. This ensures that all standards are taught in a timely manner. The mathematics program includes whole and differentiated small group instruction, in addition to intervention support. Small group instruction and intervention support are based on teachers' analysis of instructional data. Students are grouped and regrouped based on teacher observation and periodic formal and informal assessment. All grades spend a minimum of 90 minutes per week doing ST Math on the computers. This K-5 grade-leveled instructional software is designed to help all students reach math proficiency through self-paced, language-independent, mastery-based objectives. It is aligned to state and Common Core standards and integrates with core instruction. The games use interactive animation that visually represent mathematical concepts

to improve conceptual understanding and problem-solving skills. Through a 1:1 learning environment, the games gradually increase in difficulty and provide immediate feedback.

#### **4. Additional Curriculum Area:**

Part of our mission at Columbia is to raise responsible citizens. We believe that responsible citizens take care of their bodies with proper nutrition and exercise. We have made a commitment to ensuring that students have a complete physical education/health/nutrition program. Students have recess before school and at lunch time. All students have a 45 minute physical education session every other day. During this time students are working through a standards based curriculum integrating physical activity and nutritional education. We have many after school programs offered, including jump rope, league basketball, gymnastics and tumbling, yoga, Frisbee, flag football, cross-country, and many others. Every year in May, we hold a Track Day celebration where students engage in friendly athletic competition with each other. On the last day of school, the graduating fifth graders take on the teachers and staff in front of the school in a kickball game. While this is a great deal of fun, it is also to show our students that exercise is something that we do life long, just like learning. Our staff is proud to be undefeated three years running.

Beginning with the 2009-2010 school year, Columbia has had a Coordinated School Health Team, composed of classroom teachers, tutors, the multilingual teacher, the physical education teacher, parents, the school psychologist, the school nurse, the principal, and the kitchen manager. This team was formed to create a healthier culture at Columbia. The team instituted a number of positive changes including: staff wellness activities, "Jammin' Minutes" in the classroom, nutritional education in the classroom and lunchroom, healthy snack options at school events, articles in the monthly newsletter, promotion of healthy snacks at school parties, and other healthy ideas. In April 2012, Columbia Elementary, in recognition of these efforts, was selected as a "Healthy School Champion" by the Colorado Legacy Foundation and awarded a \$2,500 grant to further our efforts in making Columbia a healthy school for all students.

#### **5. Instructional Methods:**

At Columbia we have made a commitment to reaching the needs of all learners. Primarily this is accomplished by giving the right assessments and then addressing the needs of the learner with strategic, targeted interventions. Our high achieving students meet with the gifted and talented teacher to receive higher level instruction. Our struggling students are brought forward to the Response to Intervention Problem Solving Team to identify appropriate interventions. However, what really makes Columbia stand out is how we differentiate for every student in the school. One great example of the way we do this is our "Walk to Intervention" hour that is provided to each grade level at a different time throughout the day. During this time, all available teachers and staff, including classroom teachers, educational assistants, the Special Education teacher, etc., will "flood" the classroom to provide individualized support for students. During this time, students are divided into various groups working on the specific skill that will be most beneficial to increasing their reading ability. For instance, our 3rd grade "Walk to Intervention" hour takes place from 10:45am-11:45am each day. For the 2012-2013 school year, our 3rd grade groups include: Basic Phonics Instruction using SIPPS, Intermediate Phonics Instruction using SIPPS, Advanced Phonics Instruction using SIPPS, fluency practice using Read Naturally in the computer lab, one on one reading with a "Grandfriend," book studies for those with emerging comprehension skills, and book studies for those with advanced comprehension skills. The interventions vary by grade level and throughout the school year depending on the specific needs of the students. As students progress, they are moved into new groups to meet their current needs.

In addition to this, classroom teachers are committed to differentiating instruction throughout the school day. Every classroom is equipped with a document camera and projector to allow the teacher to reach visual learners in a more effective way. Every teacher is trained with Active Engagement strategies and the Thinking Maps curriculum to ensure that all students are being reached. Students also work at their

own pace through the visual/spatial computer program, ST Math, both during the day, and before and after school. Students complete independent reading at home and at school, so they can test their comprehension with Accelerated Reader.

## **6. Professional Development:**

Columbia has a three prong approach to professional development- support district initiatives, support our teachers' needs and ensure teachers appropriately implement best practices that have the highest impact on student learning. First we support district initiatives. For example, this year the district is focusing on Learning Targets and Depth of Knowledge (DOK). To support this, the Columbia staff has participated in a professional book study using the book *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. We are working with our Core programs with the support of district personnel to identify DOK 2 and 3 opportunities and create our own where they are lacking.

Our second approach to professional development is to support teachers based on where they are personally in their professional journey, using student data and classroom observations to support next steps for each teacher and/or team. We are fortunate to have a Teaching Learning Coach (TLC) who works with our teachers based on need. She has worked with fourth and fifth grade to improve instruction in writing because our data showed students need to improve in paragraph writing; she teams with third grade to ensure they are consistently grading assessments that helped teachers give students feedback to produce high quality work; she supports second grade by collaboratively developing extra practice using phonic skills because the core program was lacking in this area; and she teamed with first grade to develop a systematic approach to teaching students high frequency words because our data indicated this was the next step for students after they learned to blend CVC words.

The third approach is to train staff to use best practices that will have the highest impact on student learning. Columbia teachers have been trained in Active Engagement Strategies used successfully by Colorado Reading First. These strategies ensure 100% engagement by our students and give teachers immediate feedback as to who needs extra support. We have been a Thinking Maps school for four years with some staff members trained to train others in Thinking Maps. This is powerful as a school-wide effort to consistently use the same eight maps to show our thinking. Focusing on these areas for the past four years has helped to keep us on the same page as a staff and made a huge impact on student achievement as evidenced by our continual increase in student achievement and students making more than a year's growth.

## **7. School Leadership:**

Leadership at Columbia promotes learning, growth and accountability of students. Leading a school to be successful cannot be done by one person, but takes a team. Because of the small size of our staff, we have to efficiently utilize our human resources and have multiple roles for school teams. Our RTI/PBIS team serves as our leadership team. Members of the team represent intermediate and primary teachers as well as special education. The team helps with decision making, communication, and collaboration. The principal and staff have a shared vision to meet the needs of each child in a school where effective systems are in place. There is a formal structure for the implementation of school-wide policies and programs. Teachers are part of grade level teams in addition to curricular goal teams. Grade level teams meet bimonthly with the principal to discuss data and create action plans for student success. Goal teams meet monthly, developing school wide plans for reading, writing and math. The reading goal team has developed a "Reading University" program to encourage home reading. The math goal team had hosted family math nights to help parents learn ways they can help students with math. Our writing goal team plans group grading of student work three times per year. This helps us provide consistent feedback to students.

The principal models high expectations and collaboration daily. She nurtures a culture of self-sustaining accountability among the staff in order to maximize the school's effectiveness year after year. The

principal serves as a source of support and encouragement for individual and collective growth of staff. She monitors and supervises progress toward school, team, and individual goals. Resources such as money, time and talents are strategically targeted to leverage support to make a positive difference for students and their academic growth.

Relationships within the Columbia Community are strong. The PTCO works closely with the principal. They have funded numerous projects and provided a variety of student and family oriented activities throughout the school year. Volunteers feel welcome! They spend countless hours per week in classrooms. The principal maintains positive relationships with district administrators. She encourages all stakeholders to support the school's educational mission as we support the district's mission "to provide excellent, distinctive educational experiences that equip students for success today and in the future."



## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TCAP/CSAP

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	86	62	67	67	39
Advanced	32	18	16	21	12
Number of students tested	44	34	43	24	26
Percent of total students tested	98	100	100	100	0
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	84	59	64	58	33
Advanced	25	9	15	0	7
Number of students tested	32	22	33	12	15
<b>2. African American Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	6	3	2
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	91	62	46	Masked	Masked
Advanced	18	0	18	Masked	Masked
Number of students tested	11	13	11	3	7
<b>4. Special Education Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	7	1	2
<b>5. English Language Learner Students</b>					
Proficient & Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	1	4	5		2
<b>6. White</b>					
Proficient & Advanced	91	71	78	69	47
Advanced	19	12	6	10	4
Number of students tested	23	17	23	16	17
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO5

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TCAP/CSAP

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	91	72	66	84	52
Advanced	20	13	2	12	0
Number of students tested	45	32	44	25	25
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	88	67	61	83	31
Advanced	15	10	0	0	0
Number of students tested	33	21	33	12	13
<b>2. African American Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	6	3	2
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	100	83	50	Masked	Masked
Advanced	0	8	0	Masked	Masked
Number of students tested	11	12	12	3	7
<b>4. Special Education Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	2	7	1	1
<b>5. English Language Learner Students</b>					
Proficient & Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	1	3	5		1
<b>6. White</b>					
Proficient & Advanced	92	69	74	88	69
Advanced	13	6	2	6	0
Number of students tested	24	16	23	17	16
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO5

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: TCAP/CSAP

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	74	59	70	59	70
Advanced	19	16	23	3	13
Number of students tested	31	49	30	29	23
Percent of total students tested	97	100	97	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	3	0	3	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	73	56	60	57	67
Advanced	18	10	20	4	0
Number of students tested	22	39	20	23	12
<b>2. African American Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	8	4	6	2
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	83	50	Masked	Masked	Masked
Advanced	8	17	Masked	Masked	Masked
Number of students tested	12	18	4	6	6
<b>4. Special Education Students</b>					
Proficient & Advanced	Masked	Masked	0	Masked	Masked
Advanced	Masked	Masked	0	Masked	Masked
Number of students tested	3	8		6	1
<b>5. English Language Learner Students</b>					
Proficient & Advanced	0	Masked	0	Masked	0
Advanced	0	Masked	0	Masked	0
Number of students tested		3		1	
<b>6. White</b>					
Proficient & Advanced	64	68	76	59	73
Advanced	9	8	11	2	7
Number of students tested	14	19	21	17	15
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO5

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: TCAP/CSAP

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	71	61	67	52	65
Advanced	0	4	0	0	4
Number of students tested	31	49	30	29	23
Percent of total students tested	97	100	97	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	3	0	3	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	68	59	60	48	67
Advanced	0	3	0	0	0
Number of students tested	22	39	20	23	12
<b>2. African American Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	8	4	6	2
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	67	61	Masked	Masked	Masked
Advanced	0	0	Masked	Masked	Masked
Number of students tested	12	18	4	6	6
<b>4. Special Education Students</b>					
Proficient & Advanced	Masked	Masked	0	Masked	Masked
Advanced	Masked	Masked	0	Masked	Masked
Number of students tested	3	8		6	1
<b>5. English Language Learner Students</b>					
Proficient & Advanced	0	Masked	0	Masked	0
Advanced	0	Masked	0	Masked	0
Number of students tested		3		1	
<b>6. White</b>					
Proficient & Advanced	79	68	76	53	73
Advanced	0	4	0	0	2
Number of students tested	14	19	21	17	15
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO5

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: TCAP/CSAP

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	58	71	60	52	39
Advanced	18	29	24	16	7
Number of students tested	45	24	37	25	28
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	57	60	59	39	18
Advanced	16	20	30	0	0
Number of students tested	37	15	27	18	17
<b>2. African American Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	2	8	4	7
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	44	Masked	Masked	Masked	Masked
Advanced	19	Masked	Masked	Masked	Masked
Number of students tested	16	3	9	6	8
<b>4. Special Education Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	2	6	2	3
<b>5. English Language Learner Students</b>					
Proficient & Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	2		1
<b>6. White</b>					
Proficient & Advanced	64	73	70	73	54
Advanced	7	10	9	8	4
Number of students tested	17	15	20	15	13
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO5

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: TCAP/CSAP

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	64	83	69	64	50
Advanced	7	8	0	12	4
Number of students tested	45	24	36	25	28
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	65	80	73	56	47
Advanced	3	0	0	0	0
Number of students tested	37	15	26	18	17
<b>2. African American Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	2	8	4	7
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	63	Masked	Masked	Masked	Masked
Advanced	6	Masked	Masked	Masked	Masked
Number of students tested	16	3	8	6	8
<b>4. Special Education Students</b>					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	2	5	2	3
<b>5. English Language Learner Students</b>					
Proficient & Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	2		1
<b>6. White</b>					
Proficient & Advanced	71	80	80	73	62
Advanced	4	4	0	6	2
Number of students tested	17	15	20	15	13
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO5